

BASSANO RECORDER

Published every Thursday at the Office of the Bassano Recorder, in the Currie and Milroy Building, Bassano.
Advertising rates furnished on application.
FLOYD T. CARY,
Publisher.

PARTY PERPETUITY

WHAT IS IT that holds a political party together?
Surely it isn't because a well known Western Cabinet Minister aspires to the position of Prime Minister? Of course it is possible that the reclamation of Alberta into the Old world would give him the added recognition that would assure his nomination as Dominion Party Leader. Indeed if he did engineer such a triumph, it would certainly be a coup.

Likewise, would it be because a well known and rather vocal Calgary lawyer has visions of a princely figure (himself) cloaked in the judicial robes of the provincial courts? Certainly this would be achievement and serve as an adequate excuse for party perpetuation.

Then again is it because a genial rancher, well known locally, who works on the "I've earned it" theory, desires to pass his declining years amid the luxury of the Ermine Chamber, to wit—the Senate? A fine man—one who talks in ebullient yet modest in alabaster.

Or could it be because a previous provincial member, who has a flair of organization, has conjured a vision of a "cushy" Cabinet position? Even now he is not precluded in asking his just deserts. Truly, Great Modesty often hides Great Merit. All he has to do is organize the province for the next election, then, with his party wins, he is "made." Better stick to selling pianos.

Even with these immortals can we afford to overlook that stalwart of "true unity"? Surely his magisterial flattery of his leader has already reached the powers that be! Once again "the flatterer never seems abused; the flattered always takes his word." Indeed the magnificent claims of Calgary's "Admiral Critchton" can certainly not be forgotten, even though his feebleme Italian was nauseating in the extreme, and too hypocritical to be taken seriously.

The only joining thread is that they are all blessed with that oratorical prayer-meeting quality that makes party politics lie in public service, but in bamboozlement and the godless game of graft and grab.

If this be party politics, we want none of it.

NAZIS NASTIES

TODAY IN EUROPE, Germany is probing and harassing the three and a half million Germans of Czechoslovakia into a frenzy of disturbance. Does this affect us? Certainly so. In Canada there are approximately 400,000 Germans and in Alberta roughly 90,000—both minorities. And it is minorities that Hitler is now proclaiming he must protect wherever they may be. We in Canada are not immune, for how often can we account for the rapid springing up of Nazi organizations? Not that these are out and out military organizations, but they are political organizations and high-handed dealers in propaganda—a propaganda that is directly opposed to our present day free society.

We may cite the Nazi organizations in Montreal, Toronto, Winnipeg, and Vancouver but to us Calgary is a better example. There, "Nazi" hospitals turned out to a meeting in the Canadian Legion Hall. Not only had they the supreme nerve to use a hall built on the idea of peace and freedom in which to disseminate their diabolical theories and rotten literature, but they had the gall to superimpose the swastika on the Maple Leaf. Imagine a meeting in Alberta to perpetuate German ideals! A free country developed by generations of free people must now tolerate the unadulterated bunk theories and rotten literature, but they bear the criticism of their own country's suppression. They shout themselves hoarse for reform in a country that gives them security and freedom when they more or less tied their native land. A reform based on their country's doctrine—a country they often as not haven't seen for twenty years and don't know what is going on there. That is, except for what the Nazi government has wanted them to know. We're stuck with them. They have migrated to this country without our asking them, and yet they have the effrontery to preach to us ideas which we have always found revolting. A parasite may prey on society, but at least he has the redeeming virtue of not cramming his idea down our throats.

WHAT MAKES A COMMUNIST?

IN GENERAL People have few illusions about the much advertised "perfect State," but they are all interested in the way they spend their own money. Hence they make price comparisons such as this:

Wheat at 60c per bushel—
but, \$3.75 for 100 lbs. of flour
\$9.00 per bushel for popped wheat
The grower gets 50c for corn,
but, the consumer pays \$2.00 for it.
Nova Scotia fishermen get \$3.50 for 450 lbs. of fish—
but, the Canadian consumer pays \$30.00 for the same amt.
Wool sell for 7c to 8c per lb.—
but, 10 lbs. of underwear sells for \$2.75 to \$3.00 for ten pounds

Naturally they ask themselves "Why the Difference?" It is true that processing any raw material costs money, but the average person has a hard time understanding such a difference; in fact, just about as hard a time as some of the companies have explaining the difference.

Then there is the purely psychological factor. They read that A. P. Sloan, Jr., earns \$500,000 per year—we say "earn," they say "gets." Never mind, it is the amount that counts. Then the newspapers carry the Ripley "coming out party," costing a mere \$20,000. Naturally to the wage earner a dance hall for \$15,000, which was torn down the next day seems the height of extravagance. Add to this a fake moon costing \$5,000, and nearly all will agree that it would be cheaper to use the genuine article, by adding a little shine to it. Then again there is that heretic about whom everyone is writing their true story "for the first time," Barbara Hutton. A \$40,000,000 legacy is a sizeable money. Especially so when she spends half a dozen decent fortunes in a so far apparently vain search for true love and domestic happiness. Perhaps a lot of money is a lot of trouble, but people won't know that until they have it.

In the meantime, it is facts such as the above, in the absence of any reasonable explanations, which help to develop communist thought.

And sensational newspaper articles and reports do not help matters much.

"O WAD SOME POWER THE OIFTE ORE US
TO SEE OURSELVES AS OTHERS SEE US"—Burns.

From Our Exchange Columns

A RABBIT SKIN RENAMED

IN THE LAST FEW YEARS it has become a trifle wearisome listening to educators who are part and parcel of the Alberta school system, leading it to the skies. We strongly believe in giving credit where credit is due. There is much that is to be commended in our system of schooling. But we hold to the old-fashioned opinion that "self-praise is no recommendation" and if there be any virtue in our methods we may be sure someone else will discover it and make it known to an admiring world. We have patiently listened to an official of the Department of Education detailing with all the enthusiasm of a New Columbus sighting a New America, the inclusion of Home Economics, Shop Practice, Junior Business and Typewriting in our courses of study and claiming Alberta has the most progressive educational system anywhere to be found. We do not for one moment depreciate their worth but we try to see the subject in its true perspective. How progressive is it? Thirty years ago Home Economics was Domestic Science; Shop Practice was Manual Instruction; Junior Business was Commercial Book-keeping. The first two subjects were part of the public school system of Britain who had copied her educational system from Germany. Specialized training was provided in free night schools. Perhaps if we deflated our educational ego a trifle we could make better progress. A processed rabbit skin becomes "electric seal" when made into milady's coat—but fundamentally, it still is only a rabbit skin!—Hanna Herald.

"JEW" CONSIDERATION

SAM JACOBS, M.P., whose death is reported, was one of the wits of the House of Commons. Like many another who had served in the lower house, he had aspirations toward a seat in the upper chamber. A vacancy occurred in his district two years ago and he was confident; but another man was called. Rt. Hon. Arthur Meighen expressed his regret that he was not going to have the pleasure of sitting in the Senate with his old friend and opponent. "Same reply gave me," he said. "I gave me Jew consideration, but gave the seat to a Gentile."—Vulcan Advocate.

AN APPEAL FOR CO-OPERATION

A NEWSPAPER is the window of the community in which it is published. Through its medium is seen the multiple activities, good and evil, the hopes, joys sorrow disappointments of its inhabitants.

To publish a newspaper requires the assistance of the citizens. The staff of a newspaper is but human, it cannot conceivably know everything that is going on. Particularly is this true in the matter of social news. In the days so many people travel by automobile that the newspaper has no way of knowing that they have arrived or left the city. There is but one way we can get this information, through our readers.

Some people have (or say they have) a horror of publicity, and we appreciate that feeling. But it is a mark of courtesy due to your guests to have information of their visit appear in the community newspaper. Who knows? Some old friend may be also in the city and the item in the paper may enable them to re-establish contact. It is also a courtesy to the friends whom you may visit to give their names when you leave to visit them.

—Revelstoke Review

"VIVA MEXICO"

WHO OWNS THE MINES in Mexico? The British and Americans. Who owns the oil? The British and Americans. The railroads? The British and Americans. The lands? The Americans, Spaniards and British. The textile factories? The Spaniards and French. The hardware business? The Germans. The banks? The Americans, the British the French, the Germans, the Spaniards.

What in blazes do the Mexicans do? They stand in the corner and shout "Viva Mexico."—Brooks Bulletin.

A SPANKING REQUIRED

THE WORLD HAS BEEN breathlessly awaiting Hitler's next move in international developments. This man is getting far more attention than he deserves. He reminds us of a young chap who whipped a horse and buggy through a crowd at a fire in North Tillsburg, Ontario. Finally one certain man remonstrated with him and the reckless horseman raised him self up in the buggy with whip in hand, ready to strike back. But this man of the crowd wasn't taking any. He jumped on the buggy seat, grabbed the driver by the back of the collar, bent him over and soundly spanked the section of his anatomy more simply named by a word of three letters. Would to God that someone would metaphorically do the same to Hitler. —Clareholm Local Press

IS IT ROUTINE?

SOMETIMES THE Explanations given for misdeeds are as strange and disturbing as the questionable acts themselves. Witness at the coroner's hearing on the Holmesburg prison tragedy at Philadelphia, in which four convicts succumbed and a score of others suffered indescribable tortures from the turning of steam into a punishment cell block, have testified that this was merely "routine" practice under-standing orders for a number of years. This is the very question that should be raised in the public mind by the investigation. In how many other jails and penitentiaries are such callous and brutal practices as this a matter of routine?—Christian Science Monitor.

Church Announcements

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PICTURES AT THE FAIR



Stock showings provide snapshot chances at the fair—and so do many other events. Take the camera wherever things are going on!

EXHIBITIONS and county fairs supply a wealth of picture material for the busy camera. So do street fairs and carnivals. Take your camera along when you visit these lively affairs, and you'll have no difficulty keeping it active all day long.

On such occasions, there is always plenty going on, and wherever things are happening one can find subjects for pictures. Especially for these events offer opportunities for the "off-guard" type of story-telling snapshots. The vendor of toy balloons making a sale, the fat man munching a hamburger at a midway booth, the "barber" in front of a sidewalk, the child gazing longingly at the merry-go-round—these are but samples of the dozens of picture

chances you may find in an afternoon's visit. And there are many other types of snapshots to take. One always finds contacts and exhibits, ranging from watermelons, chocolate layer-cakes and the "best inside" of corn cobs.

Keep your eyes open, try to capture the spirit of the fair in all its aspects, and you will come home with a pocket full of good snapshots. These occasions just give point to an old rule—if you want really good pictures, and plenty of them, take the camera where there's something going on! John Van Guilder.



WHERE did I put that paper?

How often have you ransacked the house for some missing deed, mortgage, insurance policy, pedigree or similar valuable paper? Such documents should never be kept at home where they are liable to be misplaced, stolen or destroyed by fire. Safeguard them in your own safe deposit box at the nearest branch of The Royal Bank, where you will always be able to find them when needed.

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LOCAL BRANCH MANAGER

H. W. HARPER

New High School Curriculum Outlined by Inspector

The following is an explanation of the new High School Curriculum, as prepared by John W. Giller, M. A., Inspector of Schools at Peace River, which should be of interest to parents and pupils alike locally.—Editor.

During the past three or four years Alberta's educational system has been undergoing a gradual but general change. This evolution has a threefold aspect. There has been, first of all, a change in the basic organization of the system. Secondly, there has been a notable change in the curriculum content, especially in the Intermediate and high school grades. Thirdly, there has been a significant change in teaching methods and technique, particularly noticeable in the primary and junior grade of the elementary school. This threefold change is, of course but a practical expression of a change in the educational thought and philosophy of our times.

Until recently, our educational system was organized on the basis of 12 grades with an 8-4 grouping, i.e., an elementary school of eight grades and a high school of four grades. Students who passed from the VIIIth to the IXth grade experienced a sudden and frequent disturbing change in the curriculum atmosphere. Literature and composition, history and art appeared to become distasteful formal studies. Arithmetic, often enough a source of tribulation to many elementary school pupils, was succeeded by those mathematical bughabers, algebra and geometry. The rather easy going nature-study course of grade 8 gave way to the highly systematized and logically organized general science course in which the grade 9 pupil was given, in rapid succession, a solid acquaintance with botany, physics, chemistry, zoology, mechanics and astronomy. In addition to this, the study of foreign language was frequently begun.

This sudden change to rather highly academic subject matter which, by reason of its very nature, had to be taught in a more or less formal and systematic manner, was more than the average Grade VIII graduate could take in his stride. The first five months of the Grade IX was largely a time of pupil readjustment to the new subjects and methods of the high school. After this period of adjustment was generally a very trying time for both the pupils and their teachers.

By the time the year was over, most of those who had entered high school so hopeful the year before had decided that they did not like high school so very well after all, and being 16 years of age anyway, they left high school permanently. In many cases this last year of school was anything but a happy one.

Other students, not a whit brighter, have more doggedly continued on to Grade X where they had another "year" at much the same old round of academic subjects—algebra, geometry, science and languages. But now it was found that the recurrence of the same subject was accompanied by, and necessitated a sharp rise in their difficulty. The result was that, by the end of the Grade X year, a certain number of students who had succeeded in hurdling the Grade IX examinations had either dropped out or were eliminated by the Grade X tests.

This process was repeated through out the remaining years of the high school. Each succeeding year brought its narrow round of much the same academic subjects, increasing in difficulty beyond both the average pupil's capacity, and the requirements of the needs he was likely to experience later on. Each year, thus, saw a number of students, the ranks of high schoolers just as successive hurdles without and eliminate riders in a steeplechase. Eventually one of the rather large group of students that entered high school in the grade IX, there graduated via grade XII, small group of admittedly bright, but somewhat bookish, students among whom they were frequently conspicuous or their absence or near absence. The general result was that, of a certain group entering Grade IX in a given year, a few graduated with the grade, one still floundering, while by far the great number dropped out of school before completing grade XII, dropped out with a feeling of defeat, with a feeling of having started something they could not finish.

In time educationists everywhere came to realize that the incidence of

many casualties among the rising high school population could mean only one thing, viz., that the high school organization and curriculum were ill-adjusted to the needs of the times and, were seriously in need of overhauling.

The chief defect of the old system seemed to be that the educational bit of fare provided by the vast majority of high schools consisted almost entirely of academic courses—courses upon which, for some reason or another, most high school pupils did not thrive very well. Now the Department of Education had provided, years ago, for the education of non-academic subjects in the high school, but they were of such a nature that their introduction into the ordinary high schools was not practicable. Only the speed school—commercial or technical—could students find non-academic courses.

Moreover, it was discovered that many parents refused to send their children to non-commercial or technical schools, even when they had the opportunity, of so doing, and when the best interests of the children would have been thus served. Quite mistakenly, these parents felt that the non-academic schools were not genuine enough, and that for a pupil to attend one was to admit a lack of mental ability. Thus it was that under the old system the vast majority of pupils, either through choice or necessity, were to attendance academic high schools—with little or no real success.

To remedy this state of affairs, and to provide high school pupils with the kind of education more in harmony with their likes and needs, the Department is currently introducing certain changes into the educational system on the high school level. This reform seems to be developing in accordance with two basic principles:

1. The curriculum must be effectively broadened by the introduction of non-academic courses that can be handled in the ordinary high schools without the use of specialized and expensive equipment.

2. Pupils should have an opportunity to sample both academic and non-academic courses before they arrive in high school in the end that they may discover their likes and dislikes, their abilities and limitations, and having discovered these they should be enabled to plan their subsequent high school courses accordingly.

The practical working out of the first principle is to be found in the revised program of studies for the high schools. The second principle has been made operative through a change in organization to a consideration of which we now turn.

Under the present set-up, Alberta's educational system is still organized on the basis of 12 grades, but the grouping of these into sections or "schools" is now changed. Formerly we had, as explained above, an 8-4 grouping. Now we have a 6-3 grouping—that is, we now have an Elementary School composed of Grades I to VI, an Intermediate School composed of Grades VII to IX, and finally a High School, Grades X to XII. The really new feature of the present organization is the emergence of the Intermediate School, or Junior High School, and the consequent removal of Grade IX from its position at the first year of high school. The Intermediate School serves a two-fold purpose. First, for those pupils who will not be going on to high school, it will serve to broaden and round off their education in a much better way than the old elementary school of eight grades could ever hope to do. Secondly, for those who plan to go on to high school, it serves the same purpose of introducing them rather gently to the type of work they may expect to find later on in high school. During his third year in the Intermediate School, grade IX, the pupil is introduced to such academic subjects as algebra, geometry, science, literature and civics, history, and grammar. In addition to these must make a careful sampling of non-academic subjects such as art, music, physical education, elementary bookkeeping, and possibly shop work. In this way the pupil has the opportunity of discovering his natural inclination or disinclination towards academic and non-academic subjects as well as his aptitude for them.

At the end of Grade IX, the Intermediate School pupil must take a rather comprehensive Departmental ex-

amination in the academic subjects he has studied, but no formal tests are set for the non-academic ones. The clear implication seems to be that prospective high school students who may have hopes of "loading up" with academic subjects because they or their fond parents want them to go on to normal school or university, must prove their ability to handle these academic subjects.

On the basis of his performance on the Grade IX examination, the pupil is granted one of three types of promotion to high school. If he obtains a general average of 60 per cent, or better he is given an "Unconditional Promotion" or "A" promotion. A general average of from 45 to 60 gives him a "Promotion on Recommendation" or "B" promotion. A general average of from 30 to 45 gives him a "Restricted" or "C" promotion. It should be noted in passing that a pupil making as low as 30 per cent is not "failed," but is allowed to pass into high school and it is quite possible for him to earn his High School Diploma in three or four years. Of course he is not going to be able to do this by taking academic subjects, nor will he be permitted to even try to do it. But the fact remains that by limiting himself to most non-academic courses, he can look forward to a profitable and reasonably

happy three years in high school with the added prospect of earning his diploma. Under the old system such a student was generally one of the unfortunate who got nowhere.

To understand the practical significance of the A, B, and C types of promotion, we must examine briefly the high school set-up, and then give particular attention to what happens to A, B and C students when they arrive to grade X.

Under the new organization there is no longer a number of different high school courses, designated as Normal Entrance, Matriculation, Commercial and Technical. There is now but a single course leading to a single diploma—the High School Diploma—which is the same for all high school graduates no matter how different their individual selections of subjects may have been. This course consists of a few "Required" subjects and a great many "Electives".

Pupils work towards their diploma by amassing credits, and are passing in a certain number of subjects as herebefore. Each subject that a high school pupil may take is given a certain credit value, which is numerically the same as the number

Continued on page 4

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School Curriculum

Continued from page 3

of half-hour periods per week devoted to the study of the subject. Thus English is a 6-credit subject because ordinarily it is studied for half an hour a day five days per week. On the other hand Geography is a 3-credit subject during three half-hour periods per week and is therefore given a credit value of 3.

Now under the new set-up the school day comprises seven periods or class periods, and one study period. During a week, therefore, 35 periods are available to any student for class room instruction and this is the maximum number of credits he can possibly earn in one year, no matter how many subjects he studies. In three years 105 credits can be earned. Students who complete the three year programme, earning 100 or more credits, will be granted the High School Diploma.

The following is a list of the subjects in which instruction may be offered in Grades X and XI in the ordinary High Schools, that is, in schools other than specially accredited commercial or technical schools. It is from the following list that at least 50 per cent of the pupils in Grades X and XI will be building up their first year courses. (The grade XII curriculum is not yet available and is not yet in effect.)

The number in brackets after the name of each subject indicates its credit value.

FIRST YEAR—GRADE X

I.—Compulsory Subjects:
English 1 (5), Social Studies 1 (5), Health and Physical Education 1 (3).

II.—Electives:
Group A.—Academic:
Algebra 1 (5), Latin 1 (5), Geometry 1 (5), French 1 (5), Physics 1 (5), German 1 (5), Chemistry 1 (5).

Group B.—General:
Drama 1 (4), Music 1 (4), Biology 1 (3), Geology 1 (3), Mechanical Drawing (3), General Mathematics 1 (5), General Science 1 (5), Art 1 (4), Needlework (3), Bookkeeping (3), Stenography (3), Typewriting (3), General Shop 1 (4), Home Economics 1 (4), Vocations and Guidance (1).

SECOND YEAR—GRADE XI

I.—Compulsory Subjects:
English 2 (5), Social Studies 2 (5).

II.—Electives:
Group A.—Academic:
Algebra 2 (5), Geometry 2 (5), Chemistry 2 (5), Physics 2 (5), Latin 2 or 3 (5), French 2 or 3 (5), German 2 or 3 (5).

Group B.—General:
Drama 2 (4), Music 2 (4), Art 2 (4), General Shop 2 (4), General Science 2 (5), General Mathematics 2 (5), Home Economics 2 (4), Commercial Law 1 (3), Sociology and Psychology 1 (3), Physical Education 2 (3), Vocations and Guidance (1).

Let us now note the restrictions placed upon A, B, and C graduates from Grade IX, when they come to the practical business of building up their year's work of 35 credits.

All students must include in their year's programme the compulsory subjects.

Students with an A standing from

Grade IX may choose during their first and second years any three of the academic electives listed for each year. Note that although A students have demonstrated their ability to handle academic subjects they may not amass more than 15 credits per year in these subjects. The rest of their year's work exclusive of the compulsory subjects may be made up from the non-academic electives.

B students during their first year, may select only two academic electives, and these two may not be both mathematics, or sciences, or languages. During their second year, however, they may elect three academic electives.

C students, during their first year in high school, may not choose any academic electives. During their second year they may choose a foreign language and either algebra 1 or geometry 1 provided they have studied General Mathematics in Grade X and have been promoted with at least a 50 per cent standing.

Similarly they may choose Physics 1 or Chemistry 1 provided they have obtained a 50 per cent standing in General Science 1, Biology 1 or Geology 1 from grade X. Note that a C student's only avenue of approach to the mathematical and scientific academic electives is successful work in General Mathematics or general science, biology or geology, all of which are less exacting than the corresponding academic electives.

Certain implications and some special regulations might be pointed out here. Hereafter, no high school student will be allowed to study academic subjects exclusively. The rate at which students can amass credits in these subjects diminishes as we pass from A to B to C students.

The two latter classes may eventually amass as many credits as the A students if they try to win by the time they will have earned more than the 100 credits necessary to secure a High School Diploma—for they will have been accumulating non-academic credits in the meantime.

Students proceeding to Normal School must choose during the first two years at least four academic electives. Both A and B students cannot manage this, but C students cannot.

Students proceeding to the University must choose at least six academic electives during the first two years. A students can do this, but B and C students cannot.

In order to obtain credit towards a Diploma, a student must obtain at least 50 per cent rating on his recommendation for each course taken, except in the cases of the academic electives where 40 per cent is sufficient. Students in which instruction may be offered in Grades X and XI in the ordinary High Schools, that is, in schools other than specially accredited commercial or technical schools. It is from the following list that at least 50 per cent of the pupils in Grades X and XI will be building up their first year courses. (The grade XII curriculum is not yet available and is not yet in effect.)

The number in brackets after the name of each subject indicates its credit value.

FIRST YEAR—GRADE X

I.—Compulsory Subjects:
English 1 (5), Social Studies 1 (5), Health and Physical Education 1 (3).

II.—Electives:
Group A.—Academic:
Algebra 1 (5), Latin 1 (5), Geometry 1 (5), French 1 (5), Physics 1 (5), German 1 (5), Chemistry 1 (5).

Group B.—General:
Drama 1 (4), Music 1 (4), Biology 1 (3), Geology 1 (3), Mechanical Drawing (3), General Mathematics 1 (5), General Science 1 (5), Art 1 (4), Needlework (3), Bookkeeping (3), Stenography (3), Typewriting (3), General Shop 1 (4), Home Economics 1 (4), Vocations and Guidance (1).

SECOND YEAR—GRADE XI

I.—Compulsory Subjects:
English 2 (5), Social Studies 2 (5).

II.—Electives:
Group A.—Academic:
Algebra 2 (5), Geometry 2 (5), Chemistry 2 (5), Physics 2 (5), Latin 2 or 3 (5), French 2 or 3 (5), German 2 or 3 (5).

Group B.—General:
Drama 2 (4), Music 2 (4), Art 2 (4), General Shop 2 (4), General Science 2 (5), General Mathematics 2 (5), Home Economics 2 (4), Commercial Law 1 (3), Sociology and Psychology 1 (3), Physical Education 2 (3), Vocations and Guidance (1).

Let us now note the restrictions placed upon A, B, and C graduates from Grade IX, when they come to the practical business of building up their year's work of 35 credits.

All students must include in their year's programme the compulsory subjects.

Students with an A standing from

Radio Jottings

By Frank H. Fleming, Publicity Dept. Radio Station CFAC, Calgary.

WILF CARTER HEARD DAILY

Probably the most popular of cowboy singers on the continent, WILF CARTER, is now heard daily over CFAC from 7:00 to 7:15 a.m. With a native son of Alberta, composed all his own songs, beating most of them on actual incidents—some are written around major news events, as "The Hindenburg Disaster" and the "Moore River Mine Disaster", while others are drawn from actual incidents of his own life.

The morning program is a recorded presentation, being selected from the library of his recordings available at CFAC.

OLD TIME PROGRAM IN DAILY FEATURE

Featuring one of the finest old-time songwriters ever assembled by the National Broadcasting Company for its transcription service "The Oldtime Party" heard daily over CFAC at 11:45 p.m. have found immediate favour with CFAC listeners. Included also in the new program is the featured vocalist, Betty, the farmer's daughter, whose unique style and oddity humorous songs are a real drawing card. The program commenced last Monday, and is scheduled to carry on for a lengthy term.

"DAN AND SYLVIA"

Called the most human of all radio programs, "Dan and Sylvia" will commence over CFAC on Wed., Sept. 23rd, and will be heard from that date onward every Monday, Wednesday and Friday from 9:30 to 9:45 a.m. The serial drama concerns the lives of a young couple, Dan and Sylvia, whose romantic story will prove of interest to every feminine listener.

ROBIN HOOD MILLS PROGRAM

Of interest to all radio listeners will be the appearance over Alberta Stations of the well known radio artist, "Smilin' Ed McConnell."

"Smilin' Ed" is famous to the south and Alberta are bound to fall victim to his charm and cheery personality, and the magic of his voice, which have made his "Hymentime" programme an outstanding feature of the air.

In sheer contrast to the

happier three, four, five or more grades in his room may not recommend his pupils for as many credits as does the teacher who handles first grades. Only from the larger high schools, where there is at least one teacher for every two grades taught, will the Department accept recommendations to the full maximum of 35 credits per pupil. The actual number of credits which a pupil from a small high school may be recommended depends upon the actual number and distribution of grades received instruction from the teacher making the recommendations. Some schools may recommend pupils for 25 or 27 credits, while others may not recommend for more than 15 to 20. Pupils and parents should be aware of this limitation then place on various types of schools, and should not thoughtlessly criticize the teacher because he is not offering a complete grade X or XI. Rest assured that he is abiding by the regulations of the Department and is offering instruction in just as many subjects as he is allowed to handle.

In conclusion it should be pointed out that under the new system, the only way a pupil can work towards his diploma is by taking regular instruction at a school or by taking correspondence courses under the direction of the Department of Education.

So-called "private" students can get nowhere under the new set-up. Moreover, unless a pupil attends school for at least 150 days per school year, he may not be recommended for the maximum number of credits available to full time pupils attending his particular school.

THE WORLD'S GOOD NEWS will come to your home every day through THE CHRISTIAN SCIENCE MONITOR

It records for you the world's news, the news of the day. The Monitor does not report crime or sensation, neither does it ignore them. It does not dwell on the news of the day, but it dwells on the news of the world. It dwells on the news of the world, the news of the world, the news of the world.

The Christian Science Publishing Society, 100, Newbury Street, Boston, Massachusetts. Send for your free copy of the Monitor. It will come to your home every day through THE CHRISTIAN SCIENCE MONITOR.

Name _____ Address _____ Sample Copy on Request

1832 1938

Modernize Your Property

Money for repairs or improvements to your property may now be had on unusually advantageous terms under the Home Improvement Plan. Our nearest Branch Manager will gladly furnish full particulars.

The BANK of NOVA SCOTIA
OVER A CENTURY OF BANKING SERVICE



Start the Day Right With "HYMNTIME"

15 featuring "SMILIN' ED" McCONNELL

MON. WED. FRI. CFAC, Calgary, 8:30 a.m. CJOJ Lethbridge 8:45 a.m.

Robin Hood FLOUR

"Big Town", starring Edward G. Robinson, and Claire Trevor, to be heard at 8:30 on the first program, and "Ed McConnell's Show" with Martha Raye and Parky, to be heard immediately following "Big Town".

The SNAPSHOT GUILD Pictures in the Looking-Glass



"Two-in-one" pictures can be snapped with the aid of a mirror. Note that the light comes from the left onto faces of the children. In mirror pictures the light must be in front of the camera, but it must also be shaded so as not to shine on the lens.

SNAPPING back and front views of a subject in one picture is a novel idea, but it is one of the simplest tricks in photography. All she needs is a mirror.

The subject in a mirror picture should not stand too far from the mirror, because that will make the picture too far away and too small. Also, it may bring the subject so close to the camera that he is out of focus. With a hand camera, the subject and the reflection in the mirror should be six feet from the lens when the picture is made.

When using a focusing camera, remember that on reduplicate the subject beyond the surface of the mirror. For instance, if the subject is three feet in front of the mirror, the reflection is three feet on the other side of the mirror. Hence, with the focus of six feet, and the subject would focus at nine feet. Or, to get everything sharp, he could focus for six feet and use a very small opening which gives more "depth of focus."

If one has access to a dressable table with a tripod mirror, he can make four pictures in one—a back view of the subject, a full-length view, and two profiles. The two profiles are obtained by adjusting the side wings of the mirror to the proper reflecting angle.

John van Guilder.

Blanket Sale

Placematte Blanket, White and ivory, with pink and blue borders. These blankets are first quality and the largest size. SPECIAL SALE PRICE \$25.00 CASH.

TABLE CLOTH

One yard and a quarter wide. New Pattern. TABLE CLOTH

LEATHER COAT

New Leather Coat, size 12, with the collar back. Zipper closing. These coats are washable. Give long and satisfactory wear. PRICE \$12.50

FLOOR COVERING

2 Yards wide, pleasing design. Floor covering. Special, Y.D. \$5c

FRUIT SPECIALS

1 Can Strawberry
1 Can Peaches
1 Can Plums

ALL FOR 99c

Breakfast food, Pop, Wheat, etc.
Print bag 75c
Jelly Powder, all flavors, 5c
Tobacco, 1 lb. tin, 45c
1-2 lb. tin with each 1c
Piney biscuits, acid, 1 lb. 25c
Tea, Ft. Garry, 1 lb. tin, 55c
Indian and Ceylon

Oranges, Sweet and Juicy, 25c Dozen. Bananas, 2 lbs. 25c
Peaches, Prunes, Pears, Grape fruit, Apples, Crab Apples, Tomatoes
Lettuce, Celery

JAMES JOHNSTON

"THE STORE OF QUALITY"

Gem Notes

Mr. and Mrs. Keener of Husar were Sunday visitors at the Miller home.

Mr. and Mrs. Archibald made a trip to Lethbridge last week to get a car they had purchased.

Mr. and Mrs. Royal Burrows visited at the home of Mr. and Mrs. J. P. Royer, Mrs. Burrows parents, on Sunday.

Mr. Pollock, Orma Ferguson, and Little Laurena Pollock spent the week end in Calgary.

Edna George, Sis Price and Jim George visited at Wrights last Sunday.

The Gem Ladies Community Club held its last meeting of the year last Thursday. The ladies met at the home of Mrs. Henryford for lunch.

There were only eight members present owing to the muddy roads. Since there were so few members present the general election which was to have been held that day was postponed until Wed. Sept. 14th. The election will take place in the hall.

Mr. Robson visited with her mother, Mrs. Hill George, Tuesday afternoon, accompanied by Iris.

Mr. Nielson, who formerly operated the Hutton Ferry, is spending a two week visit with Mr. and Mrs. McKay.

Mr. and Mrs. Clark Villet celebrated their tenth wedding anniversary on Sunday, Sept. 11th, having as their guests the Hyrreys, Powell's and Sam Dahl's.

Threshing operations are in full swing again in the colony. It is about the busiest time of the year here, with haying, cutting and threshing coming at once.

The honey crop of Gem far exceeds last years yield. Don Thornton reports an average of 210 pounds on 150 hives. This is about 40 pounds more per hive than last year.

SCHOOL SUPPLIES

of all kinds including

TEXT BOOKS

for all grades.

STILES "The Druggist"
"THE REXALL STORE"

Interesting Items

You are invited to contribute to this column. Please send your news items to 55, the Recorder Office.

Mr. Roy Benson of Brooks was a business visitor in Bassano on Tuesday.

Mr. C. W. and son, Lorne, were business visitors Monday, on route to Regina.

Mrs. H. Fielding of Brooks is visiting at the home of Mrs. W. Philpott.

Mrs. Allardyce is visiting with her parents in Malvernville for a few days. Ival Warren was a Brooks visitor Tuesday.

Mr. and Mrs. A. P. Thompson and son, Fred, returned the first of the week from a holiday spent at Sylvan Lake.

Mrs. J. Derry, was a Calgary and Craigmile visitor over the week-end. Mr. Allan Moore and Mr. J. Carver of B.C. were Bassano visitors over the week-end.

M. Ernie Reed, Hearty Washer salesman, was in town Tuesday night. Mr. Bob Morrison, of Calgary, is a Bassano visitor for a few days.

Mr. Harry Haslam, cattle buyer from Calgary, was in town Tuesday. Mr. Bob Burgess of Calgary is now employed as barman in "Shorty's" bar shop.

Mr. E. C. Martin, a former resident of this district, now of Clifford, Ontario, is visiting in Bassano looking after business interests.

Mr. and Mrs. Deane and Mrs. Cowie had as guests on Sunday evening, Mr. J. Keir and daughter Rhonda and sons Billy and Kenneth, and Mr. Roy of Indus.

Mrs. H. C. Burdett left on Thursday last after a three month visit with Mrs. H. C. Cowie. Mrs. J. Deane and Mrs. R. O. Price. She returned to her home in Wapikone, Ohio.

Mrs. P. C. Toms, accompanied by her daughter, now of Clifford, Ontario, is visiting in Bassano looking after business interests.

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McKEE'S STORES

"ALWAYS AT YOUR SERVICE"

PHONE 9 FOR PROMPT DELIVERY

New Fall Merchandise

Arriving at this Store Daily

Men's and Boys' Wear Section

Men's Leather Jackets

Black Pigskin Jackets, Silk lined throughout. Zipper fastening, two slash pockets. A splendid coat for general wear. PRICED \$8.95 EACH

Men's Chestnut Suede Jackets

Genuine Suede leather. A smart fitting coat with Lightning Slide Fastener. Two side pockets and belted back. Jacket lined throughout. PRICED \$9.95 EACH

Men's Black Pony Jackets

A splendid smooth, black leather jacket which is at once dressy, comfortable and exceptionally durable. Lightning Zipper fastener, two slash pockets. An excellent buy at this price. PRICED \$10.95 EACH

Men's Brown Doeskin Windbreaker

Tailored from heavy Doeskin cloth. This is an ideal Fall and Winter wear garment. Zipper fastening, two slash pockets. Belted back. PRICED \$3.25 EACH

Men's Shirt and Slacks Outfit

A new and serviceable outfit for men. Both garments tailored from strong wearing, dressy, brown gabardine. Slacks and shirt perfectly cut and tailored. A new and popular outfit for men. PRICED \$7.95 PER OUTFIT

Ladies' Wear and Dry Goods Dept.

Specials From this Section

Extra Special line of Lunch Cloths, fine quality rayon, cream ground with various colored check designs. A wonderful buy at this price. Size 50 x 50. SPECIAL 55c EACH

Rayon Lunch Cloths

Another real special. Lovely rayon cloths of extra fine quality with fancy scroll centres with deep borders of green, pink or blue. Sizes 34 x 54. SPECIAL \$1.45 EACH

Rayon Guest Towels

Dainty little towels of plain colored rayon. Each towel with fancy scroll, figure or floral design at end. Special buy. SPECIAL 25c EACH

Wabasso Pillow Cases

Plain or Hemstitched. Made from the famed Wabasso Cotton, white as snow. Good as gold. Size 42 in. PRICED 40c EACH; 75c PER PAIR

Wabasso Cotton Sheets

Full bed size sheets of most excellent quality. Guaranteed for long service and perfect for wash. White as snow and good as gold. Sheets that will give entire satisfaction. PRICED \$1.50 EACH; \$2.99 PAIR Plain, or Hemstitched

GROCERY DEPARTMENT

GROCERY VALUES FOR THE WEEK-END

Pure Strawberry Jam—4 lb. tin, 1938 pack, Special	59
Burns Sandwich Meat—made from beef and pork, tin	27
Malkins Tea—per 4 lb. pkg.	53
Alpine Milk—An Alberta product, 2 tins	25
Princess Soap Flakes—At a saving, 2 pkgs	29
Grapefruit Juice—2 tins	25
Peas Corn, Beans and Tomatoes—any 4 tins	47
Colgate Colgate Toilet Soap—3 bars	25
Wonder Cookies—just in, per pkg.	20
Robin Hood Oats—Non premium, family size, pkg.	18
Hedlunds Lunch Meat Loaf—8 oz. tin	15
Fancy Pink Salmon—large tin 2 for	27
Habitant Pea Soup—large 28 oz. tin	18
Lawsons Malt Vinegar, large 132 oz. jar, to clear at each	63
Pitted Dates—2 lb. Cello pack, special	27
Popped Wheat—large cotton sack special	59

FRUITS AND VEGETABLES

Peaches—B.C. Over. Washington peaches now in. Prices very low. Bartlett Peaches—Liberal supplies for the week-end. Prunes—Advise to buy now. B.C. prunes about finished. Apples—Wealthy Apples arriving daily. McIntosh in about a week. Grapes—B.C. now on. Price very reasonable. Strawberries—if obtainable. Grapefruit, Oranges, Tomatoes, Celery. Lettuce fresh for the week-end.